

# Kempshott Infant School

“Learning Together, Achieving the Extraordinary!”



## Special Educational Needs & Disabilities (SEND) Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents;

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers’ Standards 2012

### Who is responsible for SEND at Kempshott Infant School?

The named person responsible for managing the provision for SEND at Kempshott Infant School (SENDCo) is **Mrs Laura Gandy**. Mrs Gandy can be contacted through the **School Office on 01256 461795** or via email at [sendco@kempshott-inf.hants.sch.uk](mailto:sendco@kempshott-inf.hants.sch.uk)

The named Governor for SEND is Robyn Edwards-Peal.

Every teacher is a teacher of every child, including those with SEND. As such, Kempshott Infant School adopts a ‘whole school approach’ to special educational needs which involves all staff adhering to a model of good practice. All the staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Our SEND policy reflects the SEND Code of Practice (2014) guidance. It has been shared with the school’s governing body and will be reviewed regularly.

The SEND Information Report has also been shared with the governing body and is published on the school’s website.

### What are our objectives for SEND support?

1. To identify and provide for pupils who have special educational needs and disabilities (SEND).
2. To ensure that children with SEND are fully included in all areas of our school community, are supported to reach their true potential and successfully transition to the next stage of their education.
3. To work within the guidance provided in the SEND Code of Practice (2014).
4. To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.
5. To provide a Special Educational Needs Co-ordinator (SENDCo) who will work within the SEND Policy.
6. To provide support and advice for all staff working with children with special educational needs.

## What does SEND mean?

SEND means Special Educational Needs and Disabilities. Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

a) has significantly greater difficulty in learning than the majority of children of the same age

or

b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority

When a child has a special educational need, their main area of need will be identified as either:

- **Communication and Interaction:** This includes children with speech and language delay, impairments or disorders and autistic children who may have difficulty communicating with others.
- **Cognition and Learning:** This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Sensory and/or Physical Needs:** This includes children with multisensory needs, a sensory impairment or a physical disability.
- **Social, Emotional and Mental Health** This includes children who find it difficult to socialise with their peers, those who struggle to regulate their emotions and those with poor mental health. Behavioural difficulties do not necessarily mean that a child or young person has a SEND and will not automatically lead to a pupil being registered as having SEND.

The following are not considered to be SEND but they may impact on progress and attainment and will be closely monitored;

- Disability (if reasonable adjustments can be made as per the Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

## How do we identify children's needs?

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate, adapted curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Some children will have a SEND identified before they start with us and others will be identified using our graduated approach. Clear Personal Learning Plans (PLPs) and Individual Support Plans (ISPs) are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our learners.

Key assessments ensure that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed and evaluated to inform the next steps.

### **How do we use the graduated approach to monitor pupils with SEND?**

1. Any pupils who are falling significantly outside of the range of expected academic or social/emotional development will be monitored.
2. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. Parents will be informed fully of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
3. The child's class teacher will take steps to use adaptive teaching strategies to aid the pupil's progression and enable the teacher to better understand the provision that needs to be applied.
4. The SENDCo may be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through (2) and (4) it can be determined which level of provision the child will need to move them forward.
6. If a child has been recently removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. The child is recorded by the school as being under observation due to concern by a parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
9. Parents' evenings and pupil progress meetings are used to monitor and assess the progress being made by the children.

### **How do we support children with SEND?**

Where it is determined that a pupil does have SEND, parents will be formally advised of this.

The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

## **ASSESS**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data and views and experience of parents. The pupil's views, where relevant, and advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## **PLAN**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs; the support that is being provided; any particular teaching strategies / approaches that are being employed and the outcomes that are being sought by the sharing of their Personal Learning Plan (PLP).

## **DO**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with the classroom teaching. Support, with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support, will be provided by the SENDCo.

## **REVIEW**

Reviews of a child's progress will be made at least termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and the parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

## **When will we refer for an Education, Health and Care Plan?**

If a child has significant difficulties they may undergo a Statutory Assessment which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review, on entry into school or as and when the need becomes significant enough.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers / SENDCo
- Social Care
- Educational Psychologist
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health, and social care about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate an EHC Needs assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Hampshire Local Education Authority website, under [SEND Local Offer](#).

### **When are Education, Health and Care (EHC) Plans provided?**

If, following the EHC Needs assessment (EHCNA), it is decided that the child's needs cannot be met by the support that is ordinarily available, an EHC Plan will be provided by Hampshire County Council. The school and the child's parents will be involved in developing and producing the plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

### **What is the Local Offer?**

The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hampshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **How do we ensure that all children with SEND are included in our school community?**

The Head Teacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school.

The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. The school will seek advice about individual children, with external agencies when appropriate.

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

### **How do we work with Support Services?**

The school has a good working relationship with external support services in order to fully support our pupils with SEND. Sharing information and knowledge with support services is key to effective SEND provision at our school.

Support Services include:

- Educational Psychology
- Health – School nurse, Paediatricians, Clinical Psychologists
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Teachers for the visually, hearing or physically impaired
- Physiotherapists and Occupational Therapists
- Behaviour Support Service
- Support Service for Special Educational Needs
- Specialist Outreach Services – Autism Outreach
- Specialist Teacher Advisory Service for Communication and Interaction
- Social Services
- Multi Agency Teams

### **How do we work in partnership with families?**

Kempshott Infant School believes that a close working partnership with parents/caregivers is vital to ensure that:

- Information is shared
- Early and accurate identification and assessment of SEND leads to appropriate intervention and provision.
- There is continued social/emotional and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

The SENDCo also provides an opportunity for parents to share any concerns about their child, through the SENDCo surgery sessions, held twice termly.

The SENDCo also hosts a termly support group for parents of neurodivergent children to provide an opportunity to share experience with other families who are in a similar situation.

In cases where more frequent contact with parents is necessary, this will be arranged based on an individual pupil's needs. Appointments to see Mrs Gandy (SENDCo) can be made through the school office or by emailing her directly at [sendco@kempshott-inf.hants.sch.uk](mailto:sendco@kempshott-inf.hants.sch.uk).

### **How do we support children through transition?**

When moving to a new year group, information is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also given

to the next teacher. For those children who find transitions difficult, additional support is given during the last few weeks of term in the form of further visits to their new class and information booklets to share with their families. Our ELSA, Mrs Taylor, also provides emotional support to these children during times of transition. When a child moves from Early Years provision or transfers to Junior School, staff liaise with each other and share information; records are transferred and additional transition visits are set up for individual children if appropriate.

### **How do we support children in school with medical conditions?**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements are put in place to support individual pupils with their specific medical needs/conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate, Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DFE in April 2014 and the school policy is on the website.

### **How do we evaluate our success?**

Success will be monitored through the achievements of the previously agreed targets outlined in the pupils' Personal Learning Plan progress reviews and /or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff feedback to SENDCo or Head Teacher
- Success of the identification process at an early stage
- Pupil observations
- Academic progress of pupils with special educational needs
- Data analysis
- Monitoring of specific interventions and their impact
- Parental feedback / pupil feedback

*Date: February 2026*

*Review date: February 2027*